

1D14 - Notebook - 1969-1981

12 - Correspondence

b - 1969-1981

January 15, 1969

Mrs. C. Lloyd Thomas
168 Osgood Street
North Andover, Massachusetts

Dear Mrs. Thomas:

I appreciate your expression of interest in our program, and concern for those students who request to be employed during some part of their vacation period and accordingly pay a room and board fee as do other employees when they live in the residences.

We attempt to review our policies and practices regularly, and since we are concerned with providing a high quality of educational program and student personnel services, we weigh carefully the increasing costs to the Hospital against what is an appropriate charge to the students.

In the last several years we have devoted much thought and study to the whole area of students fees and charges. Recently when our students could no longer receive room and board at two affiliating hospitals where they received experience, as they had in the past, the Massachusetts General Hospital agreed to provide room and board here for our students, without any charge to them. This was done even though the Massachusetts General Hospital was receiving no return in service from the students. This is just one indication of the Hospital's and School of Nursing's concern for the students' financial responsibility for their education and other services which they receive.

In their entire three years the students pay only a nominal room and board charge totaling \$480.00; considerably less than many, if not the majority, of schools of nursing not supported by public funds. Through the generosity of the Hospital and gifts which the School has received, we are also able to award substantial amounts of financial aid to students who need this assistance.

While much of what I have said is not related to the specific question of charges to students who become employees when on vacation or leave of absence, I did wish to emphasize the generous

financial support given to the students by the Hospital and the fact that we review charges and fees on a regular basis to be sure that they are in keeping with the many factors which must be considered.

Your question relates to the student who wishes to be employed during part of a vacation or leave of absence period. The student then becomes an employee in the Nursing Department and receives remuneration in keeping with the position, as do all employees, and is subject to the policies for employment established by the Department of Nursing. Since all employees in the Nursing Department must pay for room and board if they choose to live in the residences, the student employees also pay. If this were not so the students in effect would be receiving more remuneration than regular employees of the Nursing Department since they would be receiving a comparable salary plus free room and board.

A few years ago there were some instances in which students as employees were earning more than the regular staff, (by including free room and board) and the policy was established at that time to avoid inequities.

While it may seem like splitting hairs, we feel that the policy should remain; so that students in the instance mentioned, as well as other employees, would contribute to the cost of linen laundry, maid service, maintenance costs, etc. As I mentioned earlier, I do not believe that students in financial difficulty are being penalized, since we do award generous amounts of financial aid.

Thank you for bringing to my attention the question which you had.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

NP:BF

c.c. Mr. Henry R. Guild

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Sincerely yours,

Natalia Petzold, R.N.
Director of the School of Nursing

WP:BP

c.c. Mr. Henry R. Galt

168 OSGOOD STREET
NORTH ANDOVER
MASSACHUSETTS

? should be
Sunday -

Dear Mr. Guild:-

I have no idea to whom this letter should go - but I knew you would. So if you think my point is well taken, will you be so kind as to see that this letter gets to the proper person or persons? If you do not approve- just put my letter in the wastepaper basket. In either case, please do not bother to acknowledge it.

The thing - I am writing about is - the fact (I believe) that a student nurse, on vacation, at the Mass. Gen'l. Hospital School of Nursing, has not only to pay for her feed (which I can readily understand) but \$15. per week for her room, if she decides to stay in it during her vacation. I think it would be well for the powers-that-be, who make the decision, to look into this custom, with an eye to rescinding it in the future. It does not seem quite justified -charging a student nurse for her room, if she decides to stay in it on vacation. The building is heated anyhow, and electricity is inexpensive (if she uses lights.) I can hear the cry go up, "We have always done it that way" and "Where could said student-nurse get as nice a room, in Boston, for \$15. a week?" All this is true, but I still think a change is in order.

THE LONDON SCHOOL OF
ECONOMICS AND POLITICAL
SCIENCE

One thing I want to stress is that no student-nurse complained to me , or as far as I know, to anyone else - I just happened to find out something. Recently, (Dec. 8 - 22) I was a patient for surgery (successful, I am happy to say) at the Phillips House. My day special nurse(not a graduate of the Mass. Gen'l. School of Nursing)'s husband was the former roommate of the boy-friend of a 3rd-year-student-nurse at the hospital. The student nurse was asked, "Where are you going on your vacation?" To which she replied, "Nowhere, as I have no money." It developed she was going to stay right on in her room, with her roommate, who was not on vacation, and work in the operating room. Presumably the two girls would be using the same heat and light, the one, not on vacation, paying nothing and the one, on vacation, \$15. per week. It just did not seem fair to me. I know costs are going up and it is hard to make ends meet,- but I can not believe that the Mass. Gen'l Hospital School of Nursing is that badly in need of money.

I do know how hard you work to raise money for the hospital - all I am asking is that there might be a small change in the allotment. I had thought of bringing this to Johnny Knowles' attention, but I was informed, as the Director of the M. G. H., the School of Nursing was not under his jurisdiction. so that is why I am writing you.

Sincerely, _____
Facyln P. Thomas
(Mrs. C. Lloyd Thomas.)

Dec. 26 '68

Miss Barbara Fitch.

Natalie Petzold

Dr. S. H. Murray

JAN - 3 1969

The Massachusetts General Hospital

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OFFICE OF THE TREASURER, FORTY FIVE MILK STREET, BOSTON 02109

December 31, 1968

Miss Natalie Petzold
Director, School of Nursing
The Massachusetts General Hospital
Boston, Massachusetts

Dear Miss Petzold:

I am enclosing a letter which I received from
Mrs. C. Lloyd Thomas.

I spoke to Miss Fitch on the telephone about this
and she suggested that I send it along to you as she felt
sure you would want to answer it. I have merely acknowledged
it and told Mrs. Thomas that I was forwarding it to you.

Sincerely yours,

Henry R. Guild

Treasurer

HG:AD

Enclosure

August 1, 1969

Miss Mary McMullen
President, Senior Class

Dear Miss McMullen:

I am writing to let you know of the disappointment of many concerning the poor judgment used by a group of students in some of their "pranks" and exhibitionism. There is of course a place for such release and students through the ages always have and perhaps always will engage in such activities. Of course we all realize that it is great fun to be silly and to play conspiratorial games, and perhaps even the most jaded onlookers can't help but be amused by some of the antics. (Some are quite witty!)

So the concern is not at all that the students engage in pranks - it is a matter of not having used discretion and extending into the Hospital per se what should be kept apart; and also the harm that is done to those students who come after them. Unfortunately there are always those people who are ready to blame "young people" in general, and students in particular, for the destructiveness and vandalism and insensitivity of others. I am really sorry then when some students seem to give such people reason to add to their convictions and to condemn or judge all students as "irresponsible". Unfortunately, this is an unhappy by-product of what starts out as "just having fun".

I trust that you will understand what we are trying to convey and perhaps be able to pass it along where it applies. I would feel remiss in not mentioning it to you though it is a relatively small issue, and I am sorry that what should be a happy time has to be marred by some unpleasantness - but that seems to be part of life.

We continue to have high regard for the Seniors as a class and as soon-to-be graduate nurses.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

NP:BF

August 1, 1969

Miss Mary McMillan
President, Senior Class

Dear Miss McMillan:

I am writing to let you know of the disappointment of many concerning the poor judgment used by a group of students in some of their "pranks" and exhibitions. There is of course a place for such release and students through the ages always have and perhaps always will engage in such activities. Of course we all realize that it is great fun to be silly and to play some spiritual games, and perhaps even the most jaded individual might find it amused by some of the antics. (Some are quite silly)

So the concern is not at all that the students engage in pranks - it is a matter of not having used discretion and restraint. The harm that is done to those students who come after them. Unfortunately there are always those people who are ready to blame "young people" in general, and students in particular, for the destructiveness and vandalism and immaturity of others. I am really sorry then when some students seem to give such people reason to add to their conditions and to condemn or judge all students as "irresponsible". Unfortunately, this is an unhappy by-product of what stands out as "just having fun".

I trust that you will understand what we are trying to convey and perhaps be able to pass it along where it applies. I would feel rather in not mentioning it to you though it is a relatively small issue, and I am sorry that what should be a happy time has to be marred by some unpleasantness - but that seems to be part of life.

We continue to have high regard for the Senior as a class and as soon-to-be graduate nurses.

Sincerely yours,

Kathleen Petzold, B.S.
Director of the School of Nursing

MP:MP

July 2, 1968

Dear Parents:

The Massachusetts General Hospital School of Nursing is no longer requiring parents to sign a form granting your daughters certain privileges. We are concerned with the safety of all students, yet are aware that you wish to allow your daughters to exercise good judgment in being an effective citizen of the School, as you have encouraged them to do in other social experiences.

Each student is given a Student's Handbook and Residence Handbook outlining the rules and regulations established by the Student Nurses Cooperative Association. Regulations specify the number of overnights and late passes each student may have each month; establish rules for "signing out" and "signing in" each time the student leaves the residence for areas other than School or Hospital; establish the limit for the hour at which students may leave the residence.

Each residence is staffed by a Director and Receptionist twenty-four hours a day.

We appreciate the fact that some parents may wish to assist their daughters to set limits in addition to or more specific than those spelled out in the Handbooks. This is an understanding and responsibility shared between student and parents, and one which the student will respect.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

NP:BF

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Dear Parents:

The Massachusetts General Hospital School of Nursing is no longer requiring parents to sign a form granting your daughters certain privileges. We are concerned with the safety of all students, yet are aware that you wish to allow your daughters to exercise good judgment in being an effective officer of the School, as you have encouraged them to do in other social experiences.

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Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

HP:57

October 14, 1969

Miss Peggy Griffin
Walcott House

Dear Miss Griffin:

The questions which you raised about the charge to a student for using the residence facilities during vacation are difficult to answer in a brief statement. They are related to the much broader issue of the extent to which a sponsoring institution, in this instance the Hospital, should subsidize the education of students. And if such subsidization can be justified, because of some service which the students provide incidentally in relation to their education or later as graduates, is it right to expect the Hospital (or frankly speaking the patients) to also absorb the cost of housing students during vacation periods?

I am sure you realize that at private colleges the annual cost to students for room and board is \$1,000.00 per year or more, and residences are closed to students during vacation periods. At the MGH School of Nursing, a private institution also, students receive free room and board throughout the three years with the exception of the first six months for which there is a charge of \$480.00, exclusive of any vacation period, when a daily charge is applied.

The income which the School of Nursing receives through tuition and fees which it charges, and the room and board charge for the first six months, is used entirely for operating expenses of the School of Nursing. However, there is a sizeable deficit in terms of income received and operating expenses. The Hospital then is forced to make up the deficit largely through charges to patients (and you realize what the current rates are). The Hospital, as I have mentioned before, subsidizes the students' education to a very great extent, and the figures increase each year with increased costs of providing a sound educational program because of inflation as well as program improvements. As you also realize, serious questions are being raised from many quarters about the high cost of health care in hospitals, and their teaching programs which contribute to the cost. Many hospital schools of nursing have closed for reasons related to cost.

Each year as we prepare the budget for the School of Nursing, and study the increased operating costs of the School, we must determine how much of the increased cost should be borne by the student rather than solely by the Hospital (the patient). In reviewing room rate charges during vacation periods, the faculty voted to increase the rate in keeping with the rate charged all others who stay in the residence, whether guests, L.P.N.'s or R.N.'s. We do not feel that the Hospital should provide free room and board during vacation any more than a college should. If a student is employed, recompense is entirely by salary, not by providing free room and board. The same principle applies to all employees. Salary scales are based on experience and job level or category. Depending on your educational experience you may be employed as an aide or undergraduate and receive a commensurate salary, which by the way increased effective October 6, 1969, as it also did in October 1968. So even though there has been an increase in room rate there has also been a salary increase for employed students, just as for other employees.

There are two specific comments I would also like to add:

- 1) Prior to the increase to \$2.15 per night the established room rate (for employed students) was \$1.00 per night, with bedding supplied, for some years (not 50¢) So if you were not paying \$1.00 per night you should have been.
- 2) A student is expected to pay a room charge on a per diem (or overnight) basis and not by the week unless the student stays in for the entire week. These arrangements are to be made with the Residence Head, and questions about the charges for length of stay should be referred to the Residence Head or Supervisor of Residences.

Sincerely yours,

NP:BF

Natalie Petzold, R.N.
Director of the School of Nursing

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Sincerely yours,

Natalie Peterson, R.N.
Director of the School of Nursing

MF:HF

MAR 23 1970

PRESBYTERIAN HOSPITAL CENTER



RICHARD R. BARR
ADMINISTRATOR

March 16, 1970

Director of Nurses
Massachusetts General Hospital
Fruit Street
Boston, Massachusetts, 02214

Dear Madam:

I have been asked to speak on a panel in April on the philosophy, goals and purposes of the Diploma School of Nursing.

I understand that the Massachusetts General no longer has a school of nursing. It would be helpful in my discussion if you could fill me in on the details of why the decision was made to close the school.

I am a 1959 graduate of the Massachusetts General School of Nursing. If this information is not readily available to you, perhaps you could forward this letter to Natalie Petzold. I understand she was the director of the school at the time it was closed, and was an instructor when I was a student.

Thank you very much for your help.

Sincerely,

Judith M. Ghoslin, R. N.
Department of Staff Development

JMG/vlm

March 26, 1970

Miss Judith M. Ghoslin, R. N.
Department of Staff Development
Presbyterian Hospital Center
Albuquerque, New Mexico 87106

Dear Miss Ghoslin:

I appreciate having this opportunity to tell you that the Massachusetts General Hospital School of Nursing is very much in operation. For the last three years we have had an increase in the number of applicants, and for the past two years have had to close admissions early, and place applicants on a waiting list. The faculty is committed, as ever, to strengthening and improving the curriculum and the total services which it provides to the students, and eventually, through the graduates, to the public.

It is not unusual to hear of rumors that schools are closing, but we are grateful when it is called to our attention so that we can correct the misinformation. If you could tell me the source of the rumor which you heard perhaps I can help to set things straight. We have discovered that the discontinuance of both the M.G.H. School of Nursing Coordinated Program and the Alternate Program at Northeastern University gave rise to some rumors that the entire School was closing, and the latter is not so.

Although our School Bulletin is being revised, I am sending you a copy of the present one under separate cover, since I am sure you will be interested in it.

Thank you ever so much for writing to us.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

NP:BF

Esquire Union Skin

PRESBYTERIAN HOSPITAL CENTER

up
ph

APR 10 1970
RICHARD R. BARR
ADMINISTRATOR

April 8, 1970

Miss Natalie Petzold, R.N.
Director of School of Nursing
Massachusetts General Hospital
Boston, Massachusetts, 02114

Dear Miss Petzold:

I was delighted to hear from you that the MGH School of Nursing is still thriving and growing. It was probably a misunderstanding about your other programs closing that led me to believe the entire school was closing.

Just another
air mail
2/13/70

I have not yet received your bulletin and need it desperately for the panel discussion on April 17. It may have been lost in the mail or air mess. Could you please send me another as quickly as possible?

Thank you for your help.

Sincerely,

Judith M. Ghoslin

Judith M. Ghoslin, R.N.
Department of Staff Development

JMG/vlm

BOSTON COLLEGE
CHESTNUT HILL, MASSACHUSETTS 02167

MAR 1 1971

mf

DEPARTMENT OF SOCIOLOGY

March 10, 1971

PROJECT ON PROFESSIONAL EDUCATION

University Telephone: (617) 969-0100

Director Extension 2181
EVERETT C. HUGHES

Staff Extension 2353
BARRIE THORNE
AGOSTINO M. DeBAGGIS

969-0100 (Boston College) ext. 2353-

Natalie Petzold, R.N.
Director of the School of Nursing
Massachusetts General Hospital
Fruit Street
Boston, Mass. 02114

Dear Miss Petzold:

As part of the Carnegie Commission Study of Professional Education, Dr. Everett C. Hughes and I are currently engaged in a study of the health professions. I am presently visiting nursing schools in Boston, and I would like very much to talk with you.

Our focus is on the development, current situation, and future of nursing education; the relationship between nursing and universities; changing relations of the nursing school to the medical profession and to the community; prevailing philosophies and methods of nursing education. I would be interested in your general views and comments, and also in learning about the situation at the Massachusetts General Hospital.

I shall call your office at the end of next week to see about arranging a specific appointment. I hope you will be able to talk with me, and look forward to meeting you.

Sincerely,

Barbara Pulaski/sy

(Miss) Barbara D. Pulaski

BDP/su

June 1, 1971

Mrs. Suzanne Seymour Keohane
918 North Fifteenth Street
Canon City, Colorado 81212

Dear Mrs. Keohane:

I truly regret the delay in responding to your letter, but I have been away and mail has piled up terribly.

First of all, let me congratulate you on the positive action which you are taking toward continuing your education and completing requirements for a degree in Behavioral Science.

Secondly, let me say that Colorado is not alone in undergoing some turmoil concerning licensure of nurses. In some states you are perhaps aware that the licensed practical nurses are seeking a redefinition of practical nursing to allow for their independent functioning, not under the direction of the professional nurse. The debate about separate licensure for technical and professional nurses was heightened by the A.N.A. position paper 1961 and subsequent efforts to redefine nursing in practice and in job descriptions along those lines.

Licensing Laws, as you realize, are developed by each state and while the professional organizations have suggested "model" definitions of nursing, states are not bound to use them; therefore I can only urge you to make your views known in writing to those sponsoring amendments; to attend public hearings which are usually mandatory, but I am not sure of the provisions of the 1965 Colorado law, and to introduce in writing your position concerning the proposed amendments; and to write to your state legislators about this. Group action is often effective so that I would urge you also to work actively, on an informed basis to mobilize or expand the resources of groups in opposition to the change which you feel is detrimental. In order to speak convincingly, facts are terribly important related to the nursing needs and the protection of the public within the state. Is the Hospital Association active in this proposed change in licensure law?

Again, my regrets for a tardy answer, and with very best wishes.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

NP:BT

MAY 13 1971

The State Board of Nursing has come up with the bright idea that all diploma school graduates should be reclassified into a new category called "technical nurse". According to this new set-up, diploma nurses could function only as general duty nurses and could not act in any type of supervisory capacity.

If we do not voice our opposition, the State Board, under a 1963 law, can act on their own and put this reclassification into effect on June 10, 1971.

This is a matter which warrants the concern of each of us as it will greatly affect the future trends of Nursing in Colorado. Therefore, the members of District 21 feel that every nurse in this area should voice her individual opposition to this reclassification.

We are asking each R. N. to sign her name, street address, and city on the enclosed letter, put it in the enclosed addressed, stamped envelope and mail it immediately so that it will reach the State Board before the hearing on this matter on ~~May~~ May 20, 1971.

For further information, attend the District # 21 May 13th meeting at 7:30 p.m. at St. Joseph's Hospital in Florence.

May 11, 1971

Dear Miss Petzold -

I thought that you might be interested in having a copy of this. Apparently, the State Board of Nursing has the authority to re-categorize diploma program nurses into a "technical nurse" category. This does not have to go through the State Legislature. Needless to say, this will affect many diploma program nurses working in small hospitals throughout Colorado. This would put her on par with the nine month L.P.N. program and put the gal who has an Associate degree in Nursing (2 yr. program) in a supervisory

positions

I still have your letter of March 13, 1969 and since that time I have been attending college part-time so that I may get my degree in Behavioral Science from So. Colorado State College in Pueblo, Colo. I will, however, be attending full time this summer and fall to finish up. SCSC does not offer a full degree in Nursing and many R.N.'s are getting their degrees in Behavioral Science (20 hrs psych., 20 hrs. soc. & 5 hrs. hominology and 20 hrs. of anthropology). They (SCSC) gave me 80 quarter hours credit from M.G.H. which I thought was very gracious and fair and pro-nursing.

Should the Colo. State Board act in this matter I am sure that myself, as well as lots of other nurses will want to bail out of the profession. It would really be a slap in the face to all of us. Could (and would) you with your influence help us out? Either get in touch with the AANA or the NN and have them intervene. The crux of the situation is that they could make this policy retroactive which, as you can see, would have deleterious effects on diploma program graduates now employed in nursing situations in the hospitals.

I will be anxious to hear from you.

Best Regards,

Suzanne Seymour Kothke, R.N.

July 19, 1972

Mrs. Florence Finkle
24 Deerfield Road
Sharon, MA 02067

Dear Mrs. Finkle:

We do not have any standard form for students to use in applying for financial awards. However, enclosed is a sample of criteria we use in giving some of the Alumnae Awards. I think you should be very careful in setting criteria especially when many schools are involved. Each school may interpret the criteria differently especially if a grade cut off is mentioned since grading systems vary so. From my experience I think you would be best with something similar to #3 Tuition Aid Gifts since it implies financial need and potential for success. You will also have to designate if any student can apply or if the Faculty of each school will select the students and provide the information you need for final decision. Another consideration is the number of candidates from each school. Since the schools vary so in size it would seem that a ratio (example: 1 per 50 students) would be a fairer method than a set number per school. These are just a few suggestions that I have picked up from experience that might help you.

I have spoken to the President of the Massachusetts General Alumnae Association and I suggest you contact her about possible participation. As a school we would certainly be happy to participate as are other schools but since Bobby is an Massachusetts General Hospital Alumnae I think this might be an appropriate source of someone to do the presentation or whatever you have in mind. The president of the Massachusetts General Alumnae Association is: Miss Beverly J. Thoren, R.N., Alumnae Office, Bartlett Hall, Massachusetts General Hospital, Boston, Massachusetts 02114.

I also feel your suggestion about a bus would make it possible for the Schools of Nursing in the Boston area to send more students.

I agree with you that a program on Mental Retardation would be a great value to those who can attend.

We are pleased and proud that a graduate of our school should be so honored.

Sincerely,

Dorothy Mahoney
Dorothy Mahoney, R.N.
Coordinator, Maternal Child Nursing

P.S. It may be of interest to you to know that our Senior Dinner Award as described in the enclosed sheet was given in honor of Bobby Tapella in May 1972.

DM/en

I still have your letter of March 13 1967 and since that time I have been attending college part-time so that I may get my degree in Biological Science from Colorado State College in Pueblo, Colo. I will, however, be attending full time this summer and fall.

Mrs. Florence Finkle
211 Deerfield Road
Sharon, MA 02007

Dear Mr. Finkle:

No do not have any standard form for students to use in applying for financial awards. However, enclosed is a sample of criteria we use in giving some of the financial awards. I think you should be very careful in setting criteria especially when many schools are involved. Each school may interpret the criteria differently especially if a grade out of 12 is mentioned since grading systems vary so. From my experience I think you would be best with something similar to the University of Illinois and University of Michigan for awards. You will also have to designate if any student can apply or if the faculty of each school will select the students and provide the information you need for final decision. Another consideration is the number of candidates from each school. Since the schools vary in size it would seem that a ratio (example: 1 per 50 students) would be a fairer method than a set number per school. There are just a few suggestions that I have picked up from experience that might help you.

I have spoken to the President of the Massachusetts General Alumni Association and I suggest you contact her about your financial question. As a school we would certainly be happy to participate as are other schools but since Boston is an "exclusive" General Alumni Association I think this might be an appropriate source of someone to do the presentation or share on you have in mind. The President of the Massachusetts General Alumni Association is: Miss Beverly J. Thorne, R.N., Alumni Office, Harvard Medical School, Boston, Massachusetts 02115.

I also feel your suggestion about a bus would make it possible for the Schools of Nursing in the Boston area to send more students. I agree with you that a program on Mental Retardation would be a great value to those who are retarded. We are pleased and proud that a graduate of our school should be so honored.

Sincerely,
Dorothy Thorne, R.N.,
Coordinator, General Child Nursing
It may be of interest to you to know that our Dexter Dineen Award as described in the enclosed sheet was given in honor of Betty Tapella in May 1975.

W/Ven

March 14, 1973

Howard Hiatt, M. D., Dean
Harvard School of Public Health
55 Shattuck Street
Boston, Massachusetts 02115

Dear Dean Hiatt:

I should like to let you know how very much we appreciated the invaluable services of several of your staff in recently conducting a two-day Workshop for our faculty on Curriculum Design and Implementation. The Workshop, led by Dr. Ascher Segall, with the assistance of Dr. Steven Marlow, Mr. Thomas Frostman, Mrs. Laura Vanderschmidt, and Mrs. Norma Swensen, was planned with ingenuity; conducted with style, contagious enthusiasm, skill, and sensitivity, and was a source of stimulation and motivation for our faculty. I have been gratified to hear from them many favorable reactions, and, more importantly, examples of how they are utilizing insights and "know-how" gained from the Workshop.

I am greatly indebted to your staff for their generous assistance not only to our planning committee, but to all of us who were fortunate in being able to participate in the Workshop.

Sincerely yours,

NP:BF
Natalie Petzold, R.N.
Director of the School of Nursing

March 14, 1973

Howard Hiett, M.D., Dean
Harvard School of Public Health
55 Shattuck Street
Boston, Massachusetts 02115

Dear Dean Hiett:

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Sincerely yours,

Natalia Petroski, R.N.
Director of the School of Nursing

HARVARD SCHOOL OF PUBLIC HEALTH

55 SHATTUCK STREET

BOSTON, MASSACHUSETTS 02115

(617) 734-3300

MAR 22 1973

OFFICE OF THE DEAN

March 22, 1973

Ms. Natalie Petzold, Director
School of Nursing
Massachusetts General Hospital
Fruit Street
Boston, Massachusetts 02114

Dear Ms. Petzold:

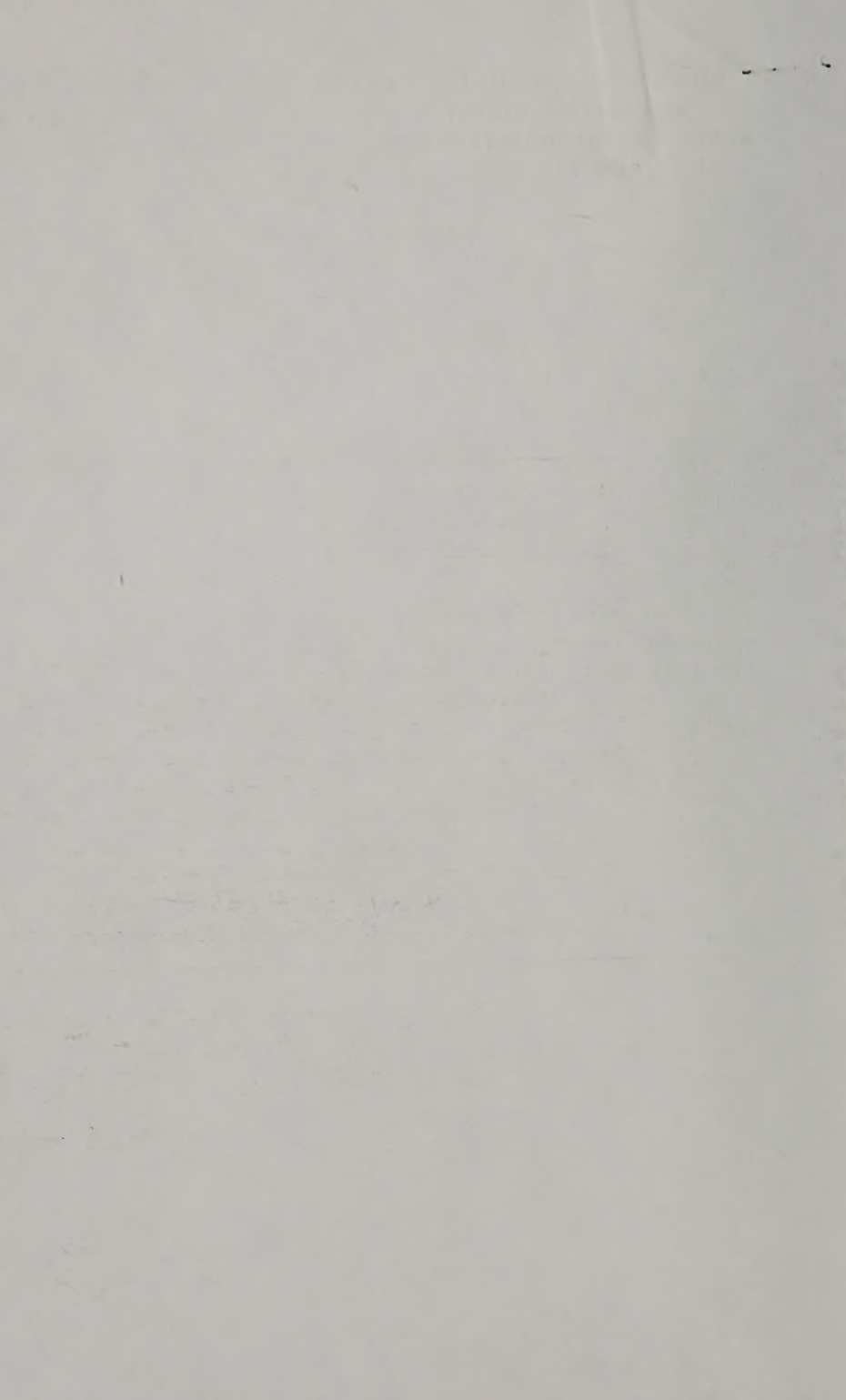
You were very thoughtful to send me your comments about the people from the School who participated in your workshop. I am taking the liberty of sharing your letter with all those involved.

With my thanks,

Sincerely,

Howard H. Hiatt
Howard H. Hiatt
Dean

bm



HARVARD UNIVERSITY
SCHOOL OF PUBLIC HEALTH
TEACHER PREPARATION PROGRAM

JUN 13 1973

665 Huntington Avenue
Boston, Massachusetts 02115
Tel: 734-3300 x2115

June 8, 1973

Natalie Petzold, R.N.
Director
School of Nursing
Massachusetts General Hospital
Boston, Mass. 02114

Dear Ms. Petzold,

I should like to express my appreciation for your cooperation in the preparation of our proposal to establish a Health Sciences Faculty Teaching Laboratory at the Harvard School of Public Health.

The proposal has been submitted to the Bureau of Health Manpower Education. We shall advise you of the outcome.

Yours truly,

Ascher J. Segall/mm

Ascher J. Segall, M.D.
Associate Professor

AUG 22 1973

HARVARD MEDICAL SCHOOL MASSACHUSETTS GENERAL HOSPITAL

ROBERT D. LEFFERT, M.D.

Assistant Professor
of Orthopaedic Surgery



CHIEF OF THE SURGICAL UPPER EXTREMITY
REHABILITATION UNIT
AND THE DEPARTMENT OF
REHABILITATION MEDICINE

White 9
Massachusetts General Hospital
Boston, Massachusetts 02114

617-726-2954

22 August 1973

Miss Natalie Petzold
Director, School of Nursing
Massachusetts General Hospital

Dear Miss Petzold:

I have recently made inquiries of the Nursing Service as to why the School of Nursing at this hospital sends its students to other institutions for whatever experience and teaching they get in the area of Rehabilitation. My purpose in writing this letter is to request that you consider changing this policy. I believe that the spectrum of patient care represented by our population on White 9, including as it does a large number of spinal cord injury patients (nine at the present time) as well as strokes, amputees, arthritics, and upper extremity problems constitutes an invaluable substrate on which to teach. It is a busy Service having both operative and nonoperative patients. The importance of the nursing on this unit is so critical and self-evident that I am sure I do not have to emphasize it further. Yet, at the present time there is no utilization of this resource in your educational program. Obviously, I am not being totally altruistic in this offer since I would hope that a certain percentage of the students who pass through here might develop an interest in continuing in this field. It is by no means "white collar nursing", but I think there are no more challenging situations than one could find in the care of these patients.

After you have had the opportunity to consider this, I should appreciate the opportunity to discuss the matter with you in person. I will await your communication.

Sincerely yours,

Robert D. Leffert, M.D.

RDL/ja

cc: Miss Macdonald
Miss Quinlan

August 23, 1973

Robert D. Leffert, M.D.
White 9

Dear Doctor Leffert:

Thank you for bringing to my attention your concerns and questions about the MGH School of Nursing's plan for only minimal utilization of White 9 as a student learning setting for the September 1973-74 school year.

I welcome the opportunity to discuss with you the proposed goals for White 9 in terms of patient care objectives and the possibilities of better utilization of MGH clinical facilities, e.g., White 9, for our students' teaching and experience in the area of rehabilitation. As you undoubtedly realize, we have utilized White 9 for various levels of student experiences over the past years. Other than a "field trip" to the Roxbury V.A. Hospital, our students do not have teaching and experience in the specialized sense of rehabilitation in other institutions. There are of course concepts of rehabilitation which are inherent in all of our nursing courses, but I assume your reference was more specific than that.

For the past year we have utilized two units at the Massachusetts Rehabilitation Hospital as an Extended Care Facility for basic teaching experiences for some of our freshmen students. The focus was on assessment, development and implementation of patient care plans, basic supportive care and basic therapeutic measures. Faculty and student evaluation of the learning and experience was favorable as was my impression of its suitability for our first level program objectives which I discussed with Miss Hamara on June 25, 1973, when I last visited Massachusetts Rehabilitation Hospital. As I mentioned to you by phone, I would deeply appreciate your insights, perceptions and points of view.

I shall arrange with your secretary, a time when we can meet to discuss the entire matter, possibly in mid-September when faculty have returned from vacation and the new school year has been launched.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

cc: Miss Audrey Brady, Coordinator
First and Third Year Nursing

NP:SK

August 23, 1973

Robert D. Lefler, M.D.
White 9

Dear Doctor Lefler:

Thank you for bringing to my attention your concerns and questions about the MGH School of Nursing's plan for only minimal utilization of White 9 as a student learning setting for the September 1973-74 school year.

I welcome the opportunity to discuss with you the proposed goals for White 9 in terms of patient care objectives and the possibilities of better utilization of MGH clinical facilities, e.g., White 9, for our students' teaching and experience in the area of rehabilitation. As you undoubtedly realize, we have utilized White 9 for various levels of student experiences over the past years. Other than a "field trip" to the Roxbury V.A. Hospital, our students do not have teaching and experience in the specialized sense of rehabilitation in other institutions. There are of course concepts of rehabilitation which are inherent in all of our nursing courses, but I assume your reference was more specific than that.

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Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

cc: Miss Audrey Brady, Coordinator
First and Third Year Nursing

NP:SK



Fort Sanders Presbyterian Hospital

June 9, 1976

JUN 14 1976

Ms. Natalie Petzold
Director School of Nursing
Massachusetts General Hospital
Fruit Street
Boston, Massachusetts 02114

Dear Natalie:

I need your expert assistance in relation to requirements for schools of nursing mandated by the revision in the Federal Law governing education. Do you have the following in your school? If so, will you share a copy with me?

Statements regarding the following:

1. Students' rights to their files
2. Parents' rights to the students' files
3. Release of information as reference and/or transcripts
4. Faculty members' rights to the students' files and/or their own personal files

*PT
statement
re files*

Also, what materials do you keep in the students' central folder?

I have not had problems in this area, but know from having heard a lawyer from Massachusetts speak, that it can happen any time. I will appreciate any materials you can share with me.

Sure miss you at the Council meetings.

Sincerely,

Thelma M. Dickerson, R.N., Ed.D.
Director of Nursing

cc: Ms. Ruby Tompkins
Associate Director for Nursing Education

June 18, 1976

Ms. Thelma M. Dickerson, R.N., Ed.D.
Director of Nursing
Fort Sanders Presbyterian Hospital
1909 Clinch Avenue, S.W.
Knoxville, Tennessee 37916

Dear Thelma:

Greetings to you from the "North Country" - we are in the middle of a heat wave. It's nice to hear from you and to continue to share notes on progress and ideas. I have missed the council meetings and the cooperative spirit and camaraderie that existed that made the hard work and deliberations a stimulating and enjoyable experience.

I am glad to send to you copies of policy statements and related information describing our compliance with PL93-380 - Family Educational Rights and Privacy Act (the Buckley Amendment) which is concerned with the questions which you are raising. It includes a statement of what is maintained in the students' educational record, or "central folder."

While the legislation does not pertain generally to faculty records we have also reviewed contents and access of such records. This was reviewed by an ad hoc committee of the faculty organization on Student and Faculty records and the faculty organization. You will find enclosed a summary of the contents of faculty records. They are maintained by and in the office of the Administrative Assistant of the School of Nursing. He handles routine questions which faculty may have about their employment status, salary, etc., and refers exceptions to me or to my assistants (called Coordinators). Faculty members can make appointments with Coordinators to review their own records. References received by the School in support of employment are considered confidential and for the most part are not available to individuals. Release of a reference is the privilege of the person writing it.

I hope that this information may be of help to you - it does seem that we are spending more and more time reviewing and developing statements in compliance with various evolving regulations.

My best wishes to you.

Sincerely,

Encs.

NP:BF

Natalie Petsold, R.N.
Director of the School of Nursing

June 18, 1970

Ms. Thelma H. Dickerson, R.N., Ed.D.
Director of Nursing
Fort Sanders Presbyterian Hospital
1909 Clinch Avenue, S.W.
Knoxville, Tennessee 37916

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My best wishes to you.

Sincerely,

Natalie Petzold, R.N.
Director of the School of Nursing

NP:EF
Encs.

August 30, 1979

Ms. Maureen Daniels, R.N.
Associate Director
Our Lady of the Lake
School of Nursing
5000 Hennessy Boulevard
Baton Rouge, Louisiana 70809

Dear Ms. Daniels:

We have several different coordinator positions, but, in response to your letter, I have enclosed for your possible interest a copy of the position description for the coordinators of various teaching areas and the coordinator for program development and educational resources.

Letters of agreement used in the employment of teaching faculty are modified and adapted to the specifics of the faculty appointment being made, the type of position, full or part time, and particular points of emphasis which we wish to include under certain circumstances. Each letter is written specifically for the candidate being appointed, but we do follow a general pattern which is updated for each faculty appointment. I have enclosed a sample of a letter of appointment for an instructor and for an assistant instructor. We have felt that these letters were appropriate for our situation, including the major points of agreement, but of course they may not be suitable for your use. We do interview all candidates extensively and provide each with copies of a position description and information about employment policies.

I hope that this information will be of help to you.

Best wishes,

Natalie Petzold, R.N.
Director of the School of Nursing

NP:EY
(enclosures)

August 30, 1979

Ms. Maureen Daniels, R.N.
Associate Director
Our Lady of the Lake
School of Nursing
5000 Hennepin Boulevard
Baton Rouge, Louisiana 70809

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I hope that this information will be of help to you.

Best wishes,

Natalie Petzold, R.N.
Director of the School of Nursing

WP:LY
(enclosures)

September 25, 1979

Ms. Jane Claffy, Chairperson
Faculty Handbook Committee
St. Vincent's Hospital School of Nursing
27 Christopher Street
New York, New York 10014

Dear Ms. Claffy:

I am writing in reference to your inquiry about our faculty handbook.

Each of our faculty members receives a faculty manual which is updated, reprinted annually in the summer and then redistributed to the faculty just prior to the new academic year. Faculty and staff members are responsible for updating their manual as policies or statements are revised during the year. All revisions occurring during the school year are, however, incorporated in the reprinting in the summer.

The faculty manual is over 100 pages, printed on both sides of 8 $\frac{1}{2}$ x11" paper and collated into a three ring loose leaf hard cover.

Because of the size of our manual and the nature of the contents, much of which is specific to our situation, I am unable to send you a complete copy. I am happy to send a copy of the Table of Contents which will indicate the type of information included. If there are any particular areas in which you are interested, we might send you those pages.

I wish you success in your project and hope that the information we have provided will be helpful to you.

Sincerely yours,

Natalie Petzold, R.N.
Director of the School of Nursing

NP:EY
(enclosure)

September 25, 1979

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Faculty Handbook Committee
St. Vincent's Hospital School of Nursing
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New York, New York 10014

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I wish you success in your project and hope that the information we have provided will be helpful to you.

Sincerely yours,

Natalie Perzold, R.N.
Director of the School of Nursing

NP:EV
(enclosure)

Dear Members of the Class of 1976:

To each of you I extend my congratulations on the goal which you have achieved, and my appreciation and thanks for helping each of us and the School to grow and to accomplish better its mission.

These past three years have undoubtedly had a profound impact on your lives and those close to you. You have also had a profound impact on countless patients to whom you have been helping, giving, understanding persons as you developed your skills in ministering to human needs.

You have emerged as a graduate nurse after what undoubtedly seemed like total immersion! You have had opportunities, as a learner, to try out the various roles of a graduate, professional nurse, to develop and test your capacities, to stretch your capabilities, and to achieve a greater degree of self-awareness and self-actualization. You have been learning to "get it together" and what you have emerged with is different for each of you. We hope that you have been able to get your bearings, to gain a sense of direction and look forward to the future with eagerness, anticipation, courage and hope.

Dear Members of the Class of 1961

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achieved, and my appreciation and thanks for helping each of us and the

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and what you have emerged with is different for each of you. We hope that you

have been able to get your bearings, to gain a sense of direction and look for-

ward to the future with eagerness, anticipation, courage and hope.

In times of rapid change such as we are all experiencing, and will perhaps experience in the near future, I would urge you to be clear about your values, standards, and ideals. Know yourself, your strengths, your limitations; be able to reach out and accept help to transform the latter into assets when possible. Continue to develop your judgment; to take calculated risks; to deal with uncertainty; to be constructive and to learn to challenge effectively and to follow through. Pursue learning and be as accountable to yourself as you are accountable to others. See the possibilities in the opportunities around you and take advantage of them. You have such enormous potential and there exists a world much in need of women and men of compassion, wisdom, and integrity.

I'd like to close on this note, sharing with you a quotation from Erik Erickson about one's sense of integrity, a central part of our lives and of our destiny. He has described it as "an acceptance of the fact that one's life is one's own responsibility. It is a sense of comradeship with men and women of distant times and of different pursuits, who have created orders and objects and sayings conveying human dignity and love. Although aware of the relativity of all the various life styles that have given meaning to human striving, the possessor of integrity is ready to defend the dignity of his own life style against all physical and economic threats. For he knows that, for him, all human dignity stands or falls with the one style of integrity of which he partakes."

Don't be afraid to stand alone and let your self-respect show through. I hope that you will experience great joy and fulfillment through the boundless riches which life can offer.

Sincerely yours,

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Don't be afraid to stand alone and let your self-respect show through. I hope that you will experience great joy and fulfillment through the boundless riches which life can offer.

Sincerely yours,

Dear Members of the Graduating Class of 1981:

As members of a class rich in a diversity of life experiences and brimming with myriad styles of self expression, and as individuals seeking to achieve further self actualization, fulfillment, and discovery of potential, you have shared in the joys, mystery and grief of life and death experiences; you have clarified your values; you have striven to achieve a common goal; you have challenged and supported each other; and yet you have nurtured the essence of your uniqueness as you engaged in the give and take of learning and a vast range of human encounters and responses as students in this School.

And so it was for the many classes in years gone by.

But you also shared an experience unlike others in the history of the School-- of not being able to welcome and initiate into the School, when you were students, another class; of not feeling the stimulus and responsibility of being the role models and mentors of newer members of the student body; of sensing a lack of continuity as each year you felt the loss of staff whom you had come to know and with whom you had developed a bond; of negotiating uncharted terrain; of being part of the growing edge of change unprecedented perhaps in magnitude or kind in the history of the School which had long been characterized by change and innovation.

It was an experience in which the entire, immediate School community shared and we learned from it. We found sources of strength and support, developed a closeness, and turned energies into productive directions, not self defeating. We valued from new perspectives, insights, and greater appreciation, things taken for granted. Time, and making the present count for the future, assumed deeper meaning. We recalled the words of Erich Fromm, from To Have or To Be, "...we can be only if we become, we can exist only if we change." Living is being is becoming is changing. Perhaps, too, we felt more keenly the parallel to that concept; the self limiting nature of clinging to the past for security, of basing our self concept on things which we have or possess. "If I am what I have and if what I have is lost, who then am I?" to which Fromm responds, "If I am who I am and not what I have, nobody can deprive me of or threaten my security and my sense of identity. My center is within myself; my capacity for being and for expressing my essential powers depends on me."

The winter of '78, with the storms which we New Englanders remember well, spawned change, the endings of a phase of your lives which led to new beginnings as you entered the School in the fall of that year. As graduation 1981 approaches, new beginnings for each of us will be generated, nourished, and have their origins in the ending of our days associated with this diploma program; another stage in life's metamorphosis, and of our becoming.

You have become inextricably a part of the School. Each has been touched by the other and has changed. The story of the School is primarily a story of people, of values, of principles, of ideals. It is a story full of life, of drama, of change; of determination and perseverance; of trials, discouragement, frustration; of commitment, helping, and caring; of searching, exploring, learning and growth; of accomplishments of its graduates, and contributions to the health needs of people around the world. You have become a part of the fabric of the School of Nursing which spans the years, transcends ephemeral differences, captures in subtle and intricate design the spirit, the uniqueness and special quality and contributions of each person and each class. A legacy was passed on to you and you will pass it on to others as you exemplify those ideals and qualities for which your school has stood. Just as you take a part of the MGH School of Nursing with you, you will always be a part of the MGH School of Nursing community - wherever it exists - in the hearts and minds of those associated with or touched by the School.

Sincerely,
Marianne Fitzgerald

